



# HERE AND THERE

## National Newsletter

### PI OMEGA PI



National Business Education Honor Society  
Member of the Association of College Honor Societies

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#### National Student Representative

Brookes Mayes

Alpha Pi Chapter - Mississippi State University

Greetings! I hope that you had a great Thanksgiving break; I know the countdown to Christmas is well under way. Can you believe this semester is basically over? Time sure has flown by with projects, exams, student teaching, and, of course, working on Pi Omega Pi items for the convention in April. Be sure your calendar is marked to travel to New Orleans during the week of April 20 - 23, 2011, to attend the 42nd Biennial Pi Omega Pi National Convention.

As I mentioned in the October issue, we have been working on things for the social for all chapters to attend on Thursday night, as well as some special speakers during our meetings on Friday and Saturday. The plans for our panel are coming together for Friday and Saturday very nicely. Remember at this convention not only will you meet many distinguished people in the world of business education and obtain many wonderful ideas for your future classroom, but you will meet other Pi Omega Pi members with whom you will possibly spark a professional relationship and a lasting friendship!

This is my last year as student representative, and I would like to start encouraging you now to run for this office. If you are interested, please begin asking your

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#### President's Report

Darla Stone

Zeta Eta Chapter - Kansas State University

We've almost reached the end of another semester. You are all working hard to finish projects, prepare for finals and head home for a break and time with your families. Many of you are working hard to complete your projects for the National Chapter Award Competition. I sent the National Chapter Award Competition Guidelines for 2010 to chapter advisers in October and again November 29. If you do not have the Guidelines, please let me know. Please remember to submit your Project Reports to the judging chapter, Kappa Chapter, Indiana University of Pennsylvania, postmarked by Monday, January 31, 2011. Your project reports should cover the competition year of January 1, 2010, to December 31, 2010. Your Chapter's Activity Report is mailed to Dr. Marcia James, Secretary-Treasurer, postmarked by January 31, 2011.

I hope your chapter is also busy preparing for the 42<sup>nd</sup> Biennial Pi Omega Pi Convention held in New Orleans, April 21-23, 2011. The convention will begin with the Pi Omega Pi Social on Thursday from 5-7 p.m. General sessions will be held on Friday and Saturday mornings beginning at 7. We look forward to the student presentations scheduled for Friday afternoon from 3:45 to 5:45. The annual NBEA convention program and registration information is on the web (nbea.org).

You have received a Call for Presentation Proposals from President Elect, Connie Forde. Your proposals are due to her on or before January 21, 2011. Your presentations are an important building block for your professional development and a way to learn new ideas and classroom strategies from your Pi Omega Pi colleagues. The presentations are also an important part of the incentive plan. We hope each chapter will take ad-

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## Here and There

*Here and There* is the official newsletter of Pi Omega Pi, the national honor society in business teacher education. It is published four times each competition year: February, April, October, and December.

February articles and news should be sent to:

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## Guidelines for Submission of Articles

The following guidelines should be followed when preparing articles for submission to the *Here and There*.

- \*Include a concise, comprehensive article title.
- \*Check for correct grammar and punctuation.
- \*Avoid the use of contractions.
- \*At a minimum, include one reference.
- \*Follow the APA (fifth edition) formatting and writing style.
- \*A minimum word length of 300 words and a maximum word length of 750 words are required.

## Darla Stone

(Continued from page 1)

vantage of the opportunity to receive either a \$100 or \$250 reimbursement for participation in the convention as outlined earlier by Dr. Forde.

Be sure to remember to file your Form 990-N e-Postcard. We are required to file this each year to maintain tax-exempt status.



## Brookes Mayes

(Continued from page 1)

advisor about running. When we meet in New Orleans, you will be able to give a speech, and all chapters will vote on the new student representative during the convention. It is a two-year office, and I am so glad that I have been able to serve Pi Omega Pi for the last two years. I have met and been able to work with some well-known people in the business education world. It is my hope that I have served Pi Omega Pi well and that the next student representative will enjoy their time just as much as I have. I will be glad to help anyone who is interested in running if they will contact me.

Remember, Friday you will be able to give a presentation to your fellow Pi Omega Pi members. Last year we had some awesome presentations. I hope you will plan to submit a proposal to be selected to give a presentation at the conference in New Orleans. The deadline for proposals is January 21, 2011.

If you are not currently a fan of your National fan page on Facebook, I encourage you to do so soon. We will have information posted about the upcoming convention in New Orleans that you will be able to follow. Members all across the nation want to know what is going on with your chapter. I challenge each chapter president to post on the Pi Omega Pi wall something that your chapter has been working on this year. Tell us about something that was discussed at a meeting or something that you have learned from a guest speaker at your chapter meetings. We all live in a fast-paced world, but we also all live in a social world. I know you must check Facebook at some point during the day, so take a little time to share with everyone what is going on in your chapter. Please find me on Facebook if you have any questions. I would love to talk with you about ideas for Pi Omega Pi, business education, and the New Orleans convention. I truly hope to see old and new faces in the "Crescent City" come April 2011.

# Incentive event

## *Convention Incentive...*

### **\$100 for your chapter!**

- Advisor & students register for POP convention and attend the Thursday evening social and the general sessions on Friday and Saturday

### **\$250 for your chapter!**

- Advisor & students register for POP convention, attend the Thursday evening social and the general sessions on Friday and Saturday, give a presentation on Friday afternoon, and attend at least one presentation other than their own chapter's presentation on Friday afternoon.

Funds are presented to each chapter at the general session on Saturday morning to each chapter.

## **Call for Presentation Proposals**

Pi Omega Pi Concurrent Sessions  
42nd Biennial Convention  
Friday, April 22, 2011  
3:15 p.m. – 6:05 p.m.  
New Orleans Marriott  
New Orleans, LA

Chapter members are encouraged to submit proposals for student-led and student-delivered presentations for the Pi Omega Pi concurrent sessions that will be held on Friday, April 22, 2011. These presentations are excellent professional development activities. Presentations will be 15-20 minutes in length. An LCD projector, overhead projector and screen will be provided. If other equipment is needed, it must be provided by participants. NO Internet connection is available.

Attendees appreciate handouts.

Please submit a proposal using the format described below by January 21, 2011, to Dr. Connie M. Forde at [cforde@colled.msstate.edu](mailto:cforde@colled.msstate.edu). Chapters will be notified via email by February 11, 2011 of the acceptance or denial of the proposal. Chapters may submit more than one proposal.

Submit the following items in a one-page, single spaced proposal, 11- or 12-point font. Remember that Pi Omega Pi members-prospective business teachers-are the intended audience.

## Chapter Activities

### Beta Chapter

Northwest Missouri State University

The Beta Chapter at Northwest Missouri State University (NWMSU) held their initiation for their new members on October 20, 2010. New and old members discussed the National Conference and who was interested going to New Orleans. The chapter also discussed the project we plan on taking to the National Conference. Also during the meeting the Beta Chapter recognized two members who will student teach in the spring semester. The Beta members are keeping busy with final projects and studying for finals in the last three weeks of school.

### Kappa Chapter

Indiana University of Pennsylvania

Kappa Chapter members are busy completing our National competition projects.

On November 8, Kappa chapter members hosted a business etiquette lunch for students in the Penns Manor School District's FBLA chapter. The dinner was held at a local restaurant and included discussions of appropriate dress for an interview and proper dining etiquette.

Kappa chapter also planned a Stress Free Day on November 18, which included a yoga class for faculty, staff, and students in the department. Professors were also treated to a mini chair massage and were given a gift basket filled with stress relieving items.

Members are creating and posting to a lesson plan blog and producing a CD containing creative introductions for lessons.

POP members also teamed up with other business organizations aid in the planning and organization of a local American Heart Association HeartWalk.

### Alpha Beta Chapter

Eastern Kentucky University

Recently the Alpha Beta Chapter has appointed new members as president and treasurer/secretary. We are excited to see what the new officers can do with our chapter of Pi Omega Pi. We have also inducted a new member and are looking forward to the fresh perspective she will bring to our chapter.

At our first meeting we initiated our new member and discussed the local, community, and national project. All of our members came up with great ideas to fulfill these projects. All members are excited about the prospect of attending the Pi Omega Pi conference in New Orleans in the spring semester.

### Zeta Eta Chapter

Kansas State University

Zeta Eta chapter has been working on fundraisers to pay expenses for ten students to attend the combined NBEA and Pi Omega Pi conferences in New Orleans. The last chapter meeting of the semester will be held December 8 when new members will be initiated and new officers will be elected. The last meeting will also be the chapter's year-end party and potluck. Members are excited about the biennial conference in New Orleans and looking forward to being there and having the opportunity to meet other Pi Omega Pi members.

### Psi Chapter

University of Wisconsin—Whitewater

This fall semester, Psi Chapter 23 at UW-Whitewater has been hard at work. We have worked diligently on our community and national projects this semester. Our chapter finished the community project, which was hosting a DECA mini conference. We joined together with the Business and Marketing Education Club on campus to co-host the event with them. Also this fall, we have worked on our national project, which you will see when we finish.

**Beta Kappa Chapter**  
East Carolina University

Beta Kappans have been busy planning activities for the year. In November the chapter hosted a founder's day event in which prospective members were invited to learn about the chapter and meet the current chapter members. In December the chapter will have an induction ceremony in conjunction with a holiday dinner at our faculty advisor's home. Additionally, members are making plans for attending the Biennial Convention in New Orleans in April.

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**Mu Chapter**  
Emporia State University

Mu Chapter members have been working with the Emporia State PBL chapter getting ready for the District VII FBLA Conference to be held on the ESU Chapter on February 2, 2011. Discussions have also been ongoing about "whether we can actually give a presentation! Three of our four active members will be student teaching during the spring semester. They are 1) hoping for lots of job openings this year in Kansas, 2) hoping for a few snow days, and 3) hoping the semester goes well!.

**Alpha Pi**  
Mississippi State University

Alpha Pi chapter members have been working on their projects to submit for competition. We have finished our community project and the other projects are coming along smoothly. We are designing a conference tee shirt to wear in April at our National Conference in New Orleans. Pi Omega Pi members may order these tee shirts at the Pi Omega Pi Store (<http://www.cafepress.com/PiOmegaPi#link-productCategory-111>). We hope to see everyone at the National Conference and wearing our special tee shirt design.

Our chapter has also elected officers for next semester. Officers are Chelsea Rushing, president, Jeff Bradley, vice president is Jeff Bradley, Veronica McNutt, secretary/treasurer; and Trevor Portrey, historian. We congratulate each of these members for currently being elected.

We wish everyone a Merry Christmas and Happy Holidays! .



Submit  
Workshop  
Proposals  
by  
January 21!

## Member Articles

### Should We Use the Internet in the Classroom?

Sarah Chew  
Zeta Eta Chapter  
Kansas State University

There is a large spectrum of resources on the Internet today. Each one has a value that can easily be translated into help for teachers in planning lessons and in ways to enhance student learning. Do we want to integrate the Internet into our classroom lessons? Will this be a benefit to students in the classroom? You can use the Internet in three of the main processes that take place in a classroom: communication and collaboration, research, and publication.

Communication and collaboration are an important part of teaching. Businesses tell us that it is vital that employees be able to communicate effectively and work in teams. Students can communicate in real-time with online conferencing or by email with other students working on the same project. They can use e-mail to talk about projects and can find new information on projects that they might not have been able to access otherwise. They can contact experts in the field using email or an online contact link. The Internet provides the ability to expand classroom conversation to other classes and teachers across the country or across the world to help them better understand other cultures and different ideas. Communication between students and teachers becomes easier when they have an email connection or a space for student group discussions on the school web page. It is a great learning tool that allows students to work with others wherever they are.

Research is a very common topic in schools; however, the Internet offers students and teachers a new way to find materials and information. The greatest benefit is the large quantity of information available to both teachers and students. Students can find in-depth information on whatever topic they seek. A new approach to research is the availability of current data and simulations. Real data has always been available, but it has been harder to find; with the Internet it is available in enormous quantities. Simulations allow students to try virtual experiments they wouldn't otherwise be able to do because of cost or availability. The Internet has opened up a whole new world for research and ways we learn and find information.

Publishing student projects on the web is a way for students' work to be seen by others on the Internet. With the visibility of the Internet, student projects can get extra feedback. They know others will see their project and know if there are embarrassing mistakes in content or writing, which would be a strong motivator for careful proofreading. By getting students involved, particularly those who find school difficult, the Internet can help the students be more productive. The opportunity to create a Web site and make their ideas public is very appealing to students. This is also a learning opportunity for them and many students become excited about learning.

When considering the use of the Internet in your classroom, keep your educational objectives in mind. Make sure using the Internet will enhance the project, allow students access to current and accurate data, and/or make it more meaningful. It can be a great learning tool when you use it to your advantage. It allows students to have a form of controlled freedom but stay within the curriculum.

### References

"How Can I Best Use the Internet in My Classroom?" Concept to Classroom [http://www.thirteen.org/edonline/concept2class/classroominternet/index\\_sub3.html](http://www.thirteen.org/edonline/concept2class/classroominternet/index_sub3.html) Retrieved November 30, 2010.

"Why Use Internet in the Classroom?" National Teacher Training Institute. <http://www.thirteen.org/edonline/ntti/resources/internet1.html> Retrieved December 1, 2010.

## Mastery Learning

Ashley Smith  
Alpha Beta Chapter  
Eastern Kentucky

Classroom instruction is ever-changing. There are always new classroom models on the rise. In the traditional classroom teachers expect students to master content on a schedule. The students who master the content within the allotted time receive passing grades. Students who fail to master the content in the allotted time receive failing grades. This view of teaching has become outdated and replaced in today's classroom with mastery learning.

So, what is mastery learning? Instead of putting students on a timetable mastery learning "holds achievement constant and lets the time students spend in pursuit of the objectives vary." With this model some students in a class could be in the middle of unit one while others could be completing it or ready to start unit two. This causes hesitation from teachers about using this method because "grouping and scheduling may become difficult (Vockell, 2001). Teachers often find it easier to force people to work at a constant pace and to complete tasks at a predictable rate than to permit wide variations in activities within a class." Teachers also hesitate because "while slow learners spend extra time on minimum standards, the faster learners may be forced to wait when they could be progressing to higher levels of achievement."

While teachers are troubled by the idea of students being at different levels of mastery this idea of instruction allows for differentiation in a way teachers never had before. Teachers can set high standards for all of their students and give them more individual attention to help them fully achieve their goals. This model also allows for faster paced students to receive more challenging material. This method has been around for many years although just recently implemented in the classroom. It has been proven that "given enough time and help, about 95 percent of the learners in any group can gain complete mastery of the designated instructional objectives."

As teachers adaptation is necessary when instructing a classroom. When changes come along it's vital that we embrace them and use them in the best way possible for the students. Although this method is not traditional it is the face of today's classroom.

## References

Vockell, E. L. (2001). *Educational psychology: A practical approach*. Retrieved from [http://education.calumet.purdue.edu/vockell/edPsybook/Edpsy3/edpsy3\\_mastery.htm](http://education.calumet.purdue.edu/vockell/edPsybook/Edpsy3/edpsy3_mastery.htm)

## Publisher Spotlight

**GoVenture**  
**www.goventure.net**

GoVenture is a great resource for educational games and computerized simulations for use in the business education classroom. Students are required to make decisions (hopefully using concepts learned in class) to make a profit for the company (or individual). Simulations are available in the areas of business and entrepreneurship, accounting, marketing, financial literacy and personal finance, investments, accounting, as well as others. Check out their web site. The company also often has promotional activities where the software can be utilized for a short period of at no cost to the school.



time

**A Reflection on the Internship Experience** -----

Veronica McNutt  
Alpha Pi Chapter  
Mississippi State University

As a student intern I have learned a lot. This experience has taught me that a teacher must be ready for all sorts of things on any given day. The students at times seem to be very moody. They change just like turning on a light switch. I have learned that you have to be very firm and do not leave any room for those who will try to get away with their misbehavior. Classroom management is a must and it must be improved on a daily basis because there will be moments when you will be tested and pushed to the limit. I have had some days that have been full of laughter and other days felt like when will the day end. I know that is all apart of the package. Classroom management was not my strong point because I am a laid back type of person. Through my intern experience I have learned that you have to be who you are but firm. As a teacher you have to set the tone of the class from the beginning. I read an article titled Classroom Management for New Teachers and it stated that as a teacher you have to set your rules and let the students know what the expectations are for your classroom (Suite101.com).

When the talkers get louder than a whisper, I often go and stand by them to get there attention. I have tried many strategies that I have learned from my mentor teacher and from an article on the Top Five Classroom Management Strategies (brighthouse.com). Remembering these tips helped me manage my class. In addition, I relied on what I had learned from my methods classes and from my professor Dr. Connie Forde. She has instilled in me a lot of wisdom about the role of a teacher, and I often go back to my resource folder that I had created in her class for ideas and tips.

I had a great mentor teacher who was always there to give me feedback on my role as a teacher. I have learned so much from just observing her methods of teaching. I took what was given to me and made adjustments when necessary to become a better teacher. I have had a good experience here at the Starkville High School even though at the beginning was a little challenging for me. In one class I was assigned to teach, I did not know the software. While I taught the students how to do their projects, I was teaching myself also. In addition to not being familiar with the software, I had to adjust to the block schedule. The students only meet every other day and that was kind of hard at first to remember the days. My advice is always having a backup plan because everyday will be different. You will have to be more than just a teacher to some students and you will have to go the extra mile for others to ensure that they reach their goals.

**References**

Top 5 Classroom Management Strategies. [http:// www.brighthouse.com/education/k-12/articles/3318.aspx](http://www.brighthouse.com/education/k-12/articles/3318.aspx)

Classroom Management Tools for New Teachers. <http://www.suite101.com/content.classroom-management-tools-for-new-teachers-a134961>



New Orleans



April 2011





## State Business Education Standards

Kimberly Dumm  
Kappa Chapter  
Indiana University of  
Pennsylvania

Does your state have specific state standards for business education? If the answer to that question is no, you may want to try to make that change because there are many benefits of having them. One benefit of aligning content to established state standards is that by doing so, all schools will be more unified in what is being taught in business education classes. As many of you know, it is not necessary to have a business education certification to teach most business education classes. Without standards, the instructors teaching these classes have no idea what they are supposed to teach.

I believe that it is critical for all states to adopt specific standards for business education. Without standards, schools do not have goals to strive for. By matching what is taught in the classroom to the standards in each subject area, students, the students' parents, and the teachers will know what should be taught, what students should be learning and what they will be tested on. Without state standards, a teacher in one part of the state may be teaching his/her students something completely different than what a teacher in another part of the state may be teaching his/her students. When these students get to college, professors do not know exactly what the students were taught in high school so they may have to waste time teaching information to the entire class that some students already have learned.

Less than two weeks ago, Pennsylvania passed House Bill 101, requiring state standards for business, computer and information technology courses to be developed. It was a long road to get to this point. On October 22, 2010, Governor of Pennsylvania, Ed Rendell, vetoed House Bill 101 which, too many, seemed like the end. However, on November 15, 2010, there was a motion to override the veto in the House. This was passed by a 171-24 vote and then November 17, 2010, there was also an override of the veto in the Senate which was passed by a 43-7 vote (2010). This just goes to show you that it is possible to get state business education standards. Do whatever it takes to make your voice be heard.

### Reference

House Bill 101 PN 4389, Retrieved from <http://www.legis.state.pa.us/>. Retried November 17, 2010.

## FREE CURRICULUM RESOURCES!!

Did you know that each one of the Federal Reserve System Banks has an education department?

Did you know that you can order materials (including booklets—enough for everyone in your class) from each of these departments, no matter where your school is located?

Check out the following web address to get information about the Federal Reserve System Education departments:

[www.federalreserveeducation.org](http://www.federalreserveeducation.org)

You can also go directly to the web site for each Federal Reserve Bank and go to their education centers.

## Microsoft Office Outlook in the Classroom

Stephanie Burge  
Beta Chapter  
Northwest Missouri State

Most school districts have Microsoft Office Suite as an essential professional and educational tool. It is used in many aspects of the educational process by faculty, staff, and students. It can be used to write papers, type lesson plans, make presentations, take notes, make spreadsheets, create databases, create flyers, do homework, check email, construct to-do lists, and so much more; the possibilities are nearly limitless. One program within the Microsoft Office Suite that has been gaining popularity is Microsoft Office Outlook. Outlook allows users to utilize the mail, calendar, contacts, and tasks features. Each feature can be as basic or advanced as you want to make it. It can be very basic for those who wish it to be, or it can be extremely advanced for those users who delve into all the attributes the program has to offer. Either way a user decides to take advantage of the program, it can be very beneficial within a school district. The program can be synched to nearly any server, such as a school district, hotmail, gmail, or all of them, because it has the capability of managing multiple accounts.

The mail feature allows users to manage emails. Emails can be organized into different folders, categorized into the user's individualized categories, marked as a "to-do" item, and arranged in multiple ways for easy access. The calendar feature allows users to schedule appointments, categorize them, set reminders, and even invite others to the appointment via email. One helpful, time-saving feature is the capability to schedule recurring appointments for those appointments that are at the same time at a regular interval. It has the ability to share calendars with other Outlook users and even find the next available time two people or group of people can meet by comparing their calendars. The contacts feature allows users to organize and manage contacts. A user can make distribution lists and share contacts with other users. The tasks feature allows users to organize all types of "to-do" items. Tasks can be assigned a due date, a start date and end date, and even a priority and percentage complete. Tasks can also be categorized into the user's individualized categories.

As pre-service or current educators especially being in the business concentration, I am sure we all have multiple ideas running through our minds as to how this amazing program can be implemented into our classroom. I believe everyone should encourage students to utilize Microsoft Office Outlook even if just for personal use. But I also believe that it would be incredibly beneficial for educators to incorporate the program into the curricula as much as other Microsoft Office programs. The program is extremely user-friendly with many resources online, so a quick tutorial could be given within a few class periods and students could run with it. Then, the program could be subtly integrated into other areas in the class. The teacher could easily set an assignment due date within his/her own calendar and then share it with all the students in the class to automatically add it to their personal calendars. This duty could also be assigned to different students throughout the duration of the class for different purposes, such as due dates, exam dates, assignments, etc.

As you can see, the opportunities Microsoft Office Outlook has to offer could greatly benefit your students and be a great addition to your curricula. I strongly encourage you to incorporate it into the classroom rather it be a full unit or just an add-on to other subject areas. This program can benefit students in the classroom, and they can carry the skills and use the program throughout life.

## Technology—Past, Present, and Future

Angela Norris  
Beta Kappa  
East Carolina University

Like all things, in order to understand where technology is headed, we must first look at where it has been and also what affect these advances may have on our future. As we all know, computers have been around for a long time. But who would have thought they would make the impact they have on our world today? The cost was an issue for many people in the past, making the future success of the devices look grim. But as computers advanced, they not only became more affordable, they also began including stunning graphics, quality audio, portability, more memory, faster speed, and innovative programs. Because of this, computers can now be found in most homes across the nation.

Today's computers are more than just a productivity tool; they are a high tech fashion accessory with various colors, sizes, and other options available to reflect our style and personality. Consumers now look at more than just the amount of memery and processing speeds when purchasing gadgets; they also take into account how they can personalize the device, whether that's by picking out a fashionable carrying case, purchasing additional applications, or adding a family photo as their wallpaper. Devices that can take advantage of this need to customize by consumers have grown in popularity over the years. For example, devices using the Android Operating System (now including cell phones and tablet PCs) allow the user to create their own home screen, including the backgrounds, shortcuts, widgets, folders, and streaming social media and news feed of their chose.

Computers have transitioned not just in appearance, but also in productivity. Even though the size of the average computer has dramatically decreased over the year, the power of these devices continues to grow exponentially. It is predicted that consumers in the future will carry computers in their pockets, thanks to Bluetooth technology (Shoshanna). Signs of that are already available by looking at the capabilities of smart phones and mobile devices. Cell phones aren't just for phone calls anymore! Now they are able to receive and send e-mails, allow users to browse the web, download files, edit documents, video chat, keep up with daily appointments, and record HD video.

With all of these advances, what could possibly be in store for technology? One area of possible future development is the materials used to build these devices. Computers today use transistors, wires, and electricity. The computers of the future may use light, fibers, or even atoms. Pair this with small sizes, more customization, greater portability, and faster speeds, and the possibilities are endless.

However, with all of these advances may come some difficulties. For example, the addition of touch screens and small components may make troubleshooting more difficult for technicians. Technicians will have to have the accuracy and delicate hands of a surgeon. Not only does this make the process of fixing our devices more risky, but it will also take longer to work on these previously simple tasks. Technology in the future may supersede human intelligence. Some research hints that computers may have the ability to think like the human brain and even replace it at some point. But is that truly what consumers are after? Would you rather have the streets patrolled or your children taught by a robot? What about walking into a local Wal-Mart with no (human) sales associates or a zoo with only 3-D photographs of animals that used to exist?

At home, school, and work, computers have taken over our lives in many ways. Advances in technology have changed not just computers, but how people complete everyday tasks such as Christmas shopping, communicating with relatives, and completing homework assignments. These changes are just the beginning of the technological surprises that we may be in the future as devices continue to be smaller, faster, and wireless.

## Marketing the Classroom

Joe Schneider  
Psi Chapter  
UW-Whitewater

Seeing advertisements on television isn't something that would shock the average person. What if people started seeing advertisements in the classroom? This question is asked among schools facing budget cuts. Funding for schools is becoming limited, and looking at corporate sponsors is a way of bringing in money for school programs and resources.

A school in Canada was having a self-esteem program for girls aged 8 to 14. Even though the program was sponsored by Dove, the name wasn't mentioned during the program and only appeared a small amount on products. This was according to Dove's marketing manager in Toronto. They felt the program was a great thing for kids and that it wasn't about marketing Dove soap.

Parents were asked how they felt about corporations becoming involved in the classroom. The results showed that 90 percent of the parents were really open to the idea. However, these same parents responded with a third of them saying they wanted a ban on marketing towards kids.

This raises a great question to the future of education. With the increasing budget cuts in education, it looks like it's time to find an alternate form of funding. Corporate sponsorships might be able to help education in that way. I like the idea, as long as it's used properly.

When corporations throw millions of dollars at the NFL and TV stations for a small amount of air time during the super bowl, everybody finds that appropriate. If these corporations now want to help out the education system of America, why not let them, as long as schools are smart about who they let give them money and how the advertisement is used. The Budweiser cafeteria in high school would not be a proper message to students, regardless of how much money Budweiser was willing to donate.

As a future teacher, this is an idea I would like to look into more. BME teachers will most likely need some more funding in their classrooms. With changing technology, they'll always be looking for ways to improve the needs of their students. As long as this corporate sponsorship is used in a way that improves student resources and not simply to market to the youth of America, there can be a ton of positives. This isn't the ideal way for our classrooms to be funded, but it may be the most practical way. In a perfect world, students would have the best resources to succeed. This is not a perfect world, and thinking outside the box is the way to go.

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## Active Teaching/Learning-----

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With classrooms becoming more diverse than ever, active teaching is a must in order to give all students a chance to succeed. The article in which I found is based on research done at a college level course in order to find out if active learning really is the way to go. "Modeling Best Practices: Active Learning vs. Traditional Lecture Approach in Introductory College Biology," was written during the time frame when education was really shifting towards active learning. However, after No Child Left Behind was enforced, the movement slowed and many schools went away from it. Active learning is becoming a widely used tool again and this article makes some great arguments for why it should.

The study in which the article talks about was conducted by two science professors and was monitored with other university employees to keep accurate track of the progress. Both professors were equal in knowledge and both had received positive student reviews. Each professor took a class and taught it in a different way. Professor A taught the active learning section while Professor B taught the class in a traditional lecture format. Professor A also taught a third section in the spring semester to see how they would fair in a traditional lecture classroom.

With both classes having fairly equal mean scores in both SATs and GPAs, the classes were made up of similar students to keep the experiment equal and fair. There were two tests in the semester and each was evaluated in order to see progress that students had made. The article stated, "The results show that Biology 100 students in the active learning section (section A) did at least as well as or much better than the students in either of the other two sections on answering identical multiple-choice questions for the first time"(111). As a matter of fact, the active learners blew the other sections away by an average of 20 points. When it came to the final exam, there were questions on the test that were frequently repeated throughout the semester along with questions to test the knowledge they learned in the second half of the course. Once again, the active learning section blew the other two sections away by more than 15 points.

The article wraps up with saying that, "The approach does not allow for enough time to "get through the material."(113). However, the material that is covered during the semester is reinforced into the heads of students and they retain the information much easier.

I feel that this article is perfect for proving the point of why classrooms should become more active. Making students sit and listen to a lecture is never going to help them comprehend or retain anything from the material being taught. Sure, they may go home and memorize something so they can dump it all out on a test, but what good is that? Even though less content may be covered during a period of time, students actually understand and retain information when being taught by active teachers. This movement paused due to some corrupt standardized testing that was supposed to make some people a lot of money. We should not let that stop us from using it.

There is no doubt in my mind that I will use active learning in my classroom. Will I use some lecture? Of course, there is a time and place for lecture since it is such a good way to get a lot of information across. However, as an educator I will reinforce that information by doing some sort of activity where the students will have to use the knowledge from the lecture. This is a good method to use because some students may need to just hear the information, where others may need to discuss it and wrap their heads around it.

There are thousands of activities that teachers can incorporate into their classrooms to help students comprehend material better. Activities such as jig saw learning, role plays, group discussions, review games and research are great ways in which teachers can reinforce material and allow students to really understand what the topic at hand means.

Being an active teacher will not only be more fun for me because I am not lecturing all day, but it will be more fun for my students. This will motivate them to try harder to learn the material solely on the basis of being active and having fun with a topic.

### Reference:

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